



Hunt Institute for Botanical Documentation
5th Floor, Hunt Library
Carnegie Mellon University
4909 Frew Street
Pittsburgh, PA 15213-3890
Telephone: 412-268-2434
Email: huntinst@andrew.cmu.edu
Web site: www.huntbotanical.org

The Hunt Institute is committed to making its collections accessible for research. We are pleased to offer this digitized item.

Usage guidelines

We have provided this low-resolution, digitized version for research purposes. To inquire about publishing any images from this item, please contact the Institute.

Statement on harmful and offensive content

The Hunt Institute Archives contains hundreds of thousands of pages of historical content, writing and images, created by thousands of individuals connected to the botanical sciences. Due to the wide range of time and social context in which these materials were created, some of the collections contain material that reflect outdated, biased, offensive and possibly violent views, opinions and actions. The Hunt Institute for Botanical Documentation does not endorse the views expressed in these materials, which are inconsistent with our dedication to creating an inclusive, accessible and anti-discriminatory research environment. Archival records are historical documents, and the Hunt Institute keeps such records unaltered to maintain their integrity and to foster accountability for the actions and views of the collections' creators.

Many of the historical collections in the Hunt Institute Archives contain personal correspondence, notes, recollections and opinions, which may contain language, ideas or stereotypes that are offensive or harmful to others. These collections are maintained as records of the individuals involved and do not reflect the views or values of the Hunt Institute for Botanical Documentation or those of Carnegie Mellon University.

About the Institute

The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.



Teaching at the
Academy of
Natural Sciences
and leading
nature hikes
of junior and senior
science groups. 1950-1956



MEMORANDUM

(TO BE MADE IN DUPLICATE, ONE COPY TO BE KEPT UNTIL IT HAS ANSWERED ITS PURPOSE AS A REMINDER)

February 1, 19 55

Mr. Clayton Buell

FROM Paul E. Long

SUBJECT:

ANSWER REQUESTED NOT LATER THAN 19
MATTER ATTACHED IS NOT TO BE RETURNED WITH ANSWER.

I believe that you are aware that Mr. James A. Fowler of the Academy of Natural Sciences, Mrs. Ida K. Langman and I have agreed to the plan suggested by Dr. Choate for the pilot studies for the proposed field trips for junior high schools.

The following schools are to serve in the pilot study: Fels, Furness, and Roosevelt.

CC: Mr. Fowler
Mrs. Langman ✓

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS
PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

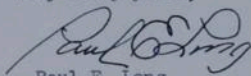
February 11, 1955

Mrs. Ida K. Langman
Academy of Natural Sciences
19th and Parkway
Philadelphia 3, Pa.

Dear Mrs. Langman:

I approve completely with the recommendations made in your statement, "Proposed Field Trip Program for Junior High Schools" dated February 7, 1955.

Very truly yours,


Paul E. Long
Director

CC: Mr. Buell

PEL/EM

Today

In the Academy

of Natural Sciences

of Philadelphia

Founded 1812

Compared with other guide books, which is what this essentially is, Philadelphia's Treasure Houses is unusually attractive—in format, typography and illustrations. It certainly ought to serve as an effective stimulus in encouraging museum visits on the part of many readers,

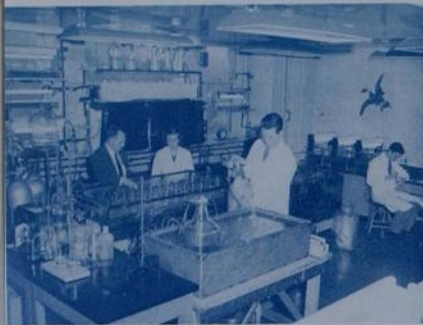
As far as the Academy of Natural Sciences is concerned, it leaves a good deal to be desired. There is no mention of the Ludwick Lecture series or the motion picture program for children and no reference to services to the schools. In addition, some of the material is no longer pertinent—due to changes that have been made in exhibits. This last point would indicate, I think, that, to continue to be useful, the book will have to be revised at regular intervals.

On the question of placing this book in school libraries, I would suggest instead that it be distributed to principals, with the suggestion that it be circulated among the teachers. Teachers interested in ordering personal copies should have the opportunity to do so, with the Board of Education taking care of the orders, if possible.

Ida K. Langman

(Based on discussion with Mr. Huston and Mr. Fowler)

expected by the members.



TO BIND AND CARE FOR SCIENTIFIC JOURNALS AND BOOKS, to make infinitely important library contents available, and to augment it; to help support the outstanding lecture series; to maintain the botany department on the high level achieved by the late Dr. Francis W. Pennell—these and other needs bespeak the aid of the membership.



ACADEMY OF NATURAL SCIENCES

**NINETEENTH & PARKWAY
PHILADELPHIA**

The Academy of Natural Sciences of Philadelphia

M. ALBERT LINTON, President

Vice Presidents

GEORGE R. CLARK

RODOLPHE MEYER DE SCHAUENSEE

E. R. FENIMORE JOHNSON

BRANDON BARRINGER

H. RADCLYFFE ROBERTS

JAMES A. G. REHN

Treasurer

Director

Corresponding Secretary

JOHN E. BOWERS
Secretary and Assistant Treasurer

MC CREADY HUSTON
Membership Secretary

Board of Trustees

CHARLES M. B. CADWALADER, Honorary

BRANDON BARRINGER
WILLIAM K. CARPENTER
GEORGE R. CLARK
RICHARD L. DAVIES
RODOLPHE M. DE SCHAUENSEE
MARGARET DAY DILKS

HENRY S. DRINKER
CARL W. FENNINGER
CRAWFORD H. GREENEWALT
W. B. HART
E. R. FENIMORE JOHNSON
M. ALBERT LINTON

J. PERCY MOORE
HORACE D. NALLE
LEON J. OBERMAYER
ALFRED J. OSTHEIMER, 3RD
H. RADCLYFFE ROBERTS
LEWIS H. VAN DUSEN

Trustees Ex Officio: ROBERT W. CRAWFORD, Commissioner of Recreation; VICTOR E. MOORE, Councilman-at-Large

Women's Committee, MRS. JOHN HYLAND DILKS, Chairman

MRS. EDWARD BROWNING, JR.
MRS. HENRY CADWALADER
MRS. CHARLES C. G. CHAPLIN
MRS. DAVID W. CLARK
MRS. GEORGE R. CLARK
MRS. WILLIAM F. DELAFIELD
MRS. FORD B. DRAPER

MRS. PETER GODFREY
MISS JOSEPHINE DeN. HENRY
MRS. ALLSTON JENKINS
MRS. ROBERT G. L. LETT
MRS. ELLICE McDONALD
MRS. GEORGE I. MACLEOD

MRS. STEPHEN PEARSON
MRS. HOWARD W. TAYLOR, JR.
MRS. R. ELLISON THOMPSON
MRS. OWEN J. TOLAND
MRS. GEORGE F. TYLER, JR.
MRS. CHARLES R. TYSON
MRS. L. CASPAR WISTER
Counsel, HENRY S. DRINKER

Investment Committee: BRANDON BARRINGER, WILLIAM S. CROWDER, FLOYD T. STARR;

BIRDS

RODOLPHE MEYER DE SCHAUENSEE, Curator
JAMES BOND, Associate Curator
NELLY MARIE MASSON, Secretary

RIVER SCIENCE

RUTH PATRICK, Curator
JOHN CAIRNS, JR., Associate Curator
MATTHEW H. HOHN, Associate Curator
FREDERICK A. ALDRICH, Assistant Curator
RICHARD J. BENOIT, Assistant Curator
RICHARD C. HECKER, Assistant Curator
CHARLES W. REIMER, Assistant Curator
SELWYN S. ROBACK, Assistant Curator
ARTHUR SCHEER, Scientific Assistant
M. BEATRICE STATES, Scientific Assistant
YVONNE H. SWABEY, Scientific Assistant
CLIFFORD W. DINGLER, Laboratory Assistant
ROBERT R. GRANT, JR., Laboratory Assistant
JOAN HELLERMAN, Laboratory Assistant
STEPHEN R. ROGERS, Laboratory Assistant
SCOTT RUGH, Laboratory Assistant
MARJORIE SHIPLEY, Laboratory Assistant
ELIZABETH ULRICH, Laboratory Assistant
EVELYN C. WELLS, Department Editor
YUN YONG, Artist
MARCIA I. LEVINSKY, Secretary

PHOTOGRAPHY

A. DELWIN WARDEN, Photographer

Honorary

JOSEPHINE DeN. HENRY, Associate

BOTANY

C. EARLE SMITH, JR., Assistant Curator
BAYARD LONG, Associate Curator, Local Herbarium
WALTER M. BENNER, Scientific Assistant
LILY A. WEIERBACH, Assistant

TAYLOR MEMORIAL ARBORETUM

C. GORDON TAYLOR, Superintendent

JOHN M. FOGG, JR., Research Fellow
EDGAR T. WHERRY, Research Fellow
EDWIN E. BARTRAM, Research Associate
W. L. DIX, Research Associate
MARY G. HENRY, Research Associate
HUGH E. STONE, Research Associate
EDWARD E. WILDMAN, Research Associate
HARRY W. TRUDELLE, Associate

FISHES

AMPHIBIANS AND REPTILES

HENRY W. FOWLER, Curator
JAMES E. BOHLKE, Assistant Curator
JANVIER L. HAMMILL, Assistant
STEVEN P. GIGLIOTTI, Artist

FAIRMOUNT PARK AQUARIUM

LEVIN VAN DAM, Associate Curator

Honorary

CHARLES C. CHAPLIN, Associate
ROGER CONANT, Research Associate
JAMES A. FOWLER, Research Associate

INSECTS

JAMES A. G. REHN, Curator
HAROLD J. GRANT, JR., Assistant Curator
ROSE WILSON, Preparator
LOUISE M. GARTLAND, Secretary
ROYAL LEWANDO, Artist

Honorary

PHILIP P. CALVERT, Research Fellow
MARGARET M. CARY, Research Fellow
EDWIN R. HELWIG, Research Associate
CHARLES HODGE, IV, Research Associate
FRANK M. JONES, Research Associate
JOHN W. H. REHN, Research Associate
MARK ROBINSON, Research Associate
RUDOLPH G. SCHMIEDER, Research Associate

MOLLUSKS & OTHER INVERTEBRATES

HENRY A. PILSBRY, Curator

HENRY A. PILSBRY CHAIR OF MALACOLOGICAL

R. TUCKER ABBOTT, Associate Curator

VIRGINIA ORR, Assistant

Honorary

H. BURRINGTON BAKER, Research Fellow
J. PERCY MOORE, Research Fellow
D'ALTE A. WELCH, Research Fellow
THOMAS L. MCGINTY, Research Associate
HENRY B. ROBERTS, Research Associate
JEANNE S. SCHWENGL, Research Associate

MAMMALS

Honorary

ROBERT K. ENDERS, Research Fellow
FREDERICK A. ULMER, JR., Research Associate

MINERALS

Honorary

NICOLA G. D'ASCENZO, Associate
ROBERT HESSE, Associate

EARTH SCIENCE

HORACE G. RICHARDS, Associate Curator
JOSEPH F. CAMPBSON, Student Assistant
RAYMOND CHUNG, Student Assistant
JAMES L. RUIHE, Student Assistant

ANNE HARRISON, Associate Curator
EDWIN H. COLBERT, Research Fellow
BENJAMIN F. HOWELL, Research Fellow
A. A. OLSSON, Research Fellow
WILHELM BOCK, Research Associate

LIBRARY

VENIA T. PHILLIPS, Librarian
LILLIAN JONES, Librarian
MARY PEARSALL, Periodicals
ZDENKA PLACEK, Assistant Cataloger
JERROLD PHILLIPS, Assistant
LEA SHAPIRO, Assistant

Honorary

WILLIAM SPAWN, Associate

SCIENTIFIC PUBLICATIONS

MAURICE E. PHILLIPS, Editor
MARGARET WURTZ, Assistant

EDUCATION

JAMES A. FOWLER, Director
IDA K. LANGMAN, Teacher, Philadelphia Schools
LORINE McLELLAN, Teacher
FRANK W. McLAUGHLIN, Seaf Naturalist
BEATRICE ANNE McCULLOUGH, Secretary

MUSEUM EXHIBITS

HAROLD T. GREEN, Director

JOANNE PHILLIPS, Teacher

CHARLES H. LEIBRANDT, Taxidermist

CONSTANCE CHANNELL, Assistant

Honorary

WILLIAM K. CARPENTER, Associate
MARY ALLISON HAVLAND, Associate

BUILDING OPERATIONS

LAWRENCE G. HERBERT, Superintendent
HORACE S. BOYD, Maintenance Mechanic
CHARLES T. SIRROLL, Maintenance Mechanic
JOHN J. CLINTON, Museum Patrol
WILLIAM L. HICKOK, Museum Patrol
MATTHEW KRISCH, Museum Patrol
JOHN L. MEAGHER, Museum Patrol
MARGUERITE BORDIER, Admissions Attendant
VIRGINIA DOUGHERTY, Admissions Attendant
PATRICK CANNON, General Maintenance
JOHN GARR, General Maintenance
FRANK C. DOUGHERTY, General Maintenance
MICHAEL KUZMYN, General Maintenance
PATRICK J. McCULLOUGH, General Maintenance
WILLIAM B. REED, General Maintenance
RICHARD J. WHITE, General Maintenance
LOUIS BEJEREAU, Night Watchman
HERMAN J. GEIGER, Night Watchman

OFFICE OF THE DIRECTOR

JOHN E. BOWERS, Manager
FRED C. DAUTERICH, JR., Comptroller
ELLEN LYONS, Assistant Busier
REBA F. CROSS, Secretary
HELEN M. THOMPSON, Secretary
MARY OELSKI, Assistant
MARGARET E. REARDON, Assistant

MEMBERSHIP; FRONTIERS

MC CREADY HUSTON, Editor, Membership Secretary
BARBARA DALRYMPLE, Secretary
HILDA COLLINS, Membership Assistant

THE MUSEUM OF NATURAL HISTORY

NINETEENTH STREET AND THE PARKWAY, PHILADELPHIA 3, PA.

TELEPHONE: RITTENHOUSE 6-7622

BOTANICAL GARDENS IN ANCIENT MEXICO
Special vocabulary and list of references for reading.

Indian Tribes

Aztecs - Nahoas, Nahuatl
Toltecs, Chichimecas
Tarascans (Tzintzuntzan)

Indian Rulers

Moctezuma (Motenzuma, Moctezuma,
Moteuczoma, Muteczuma, Moteuczoma
Montezuma
Cuitlahuatzin, Netzahualcoyotl
Malinal

Place Names Mentioned

Mexico City - Tenochtitlan, Temistan, Temestitan, Temixtitan, Tenustitan,
Tenuxtitan
Cuernavaca - Quauhnahuac; Huaxtepec - Oaxtepec, Guastepeque
Tzinanostic, Tzinacostoc, Tzinaconostoc
Ixtapalapa, Chapultepec, Xochimilco, El Fenon.
Texcoco, Molino de las Flores, Texcotzingo, Bosque del Contador
Atlixco, Veracruz, Cuatlaxtlan, (Coatxtla) Tlaxiaco, Patzcuaro
Huichilbusco, Huitzilopochco, Churubusco

Early Writers - to 1800

Hernan Cortes
Bernal Diaz del Castillo
Captain Sandoval
Gonzalo Fernandez de Oviedo y Valdes
Toribio de Benavente (Motolinia)
Francisco Cervantes de Salazar
Francisco Hernandez

Diego Duran
Juan Gutierrez de Lievana
Juan de Torquemada
Francisco Ximenez
Antonio Solis y Rigadeynera
Francisco Xaviero Clavigero
(Francisco de Paso y Troncoso)

Fernando de Alva Ixtlilxochitl
Hernando Alvarado Tezozomoc
Juan Bautista Pomar

Writers - after 1800

William Bullock
Brantz Mayer
Edward Burnett Tylor
Susan Hale

Zelia Nuttall
Emma Walcott Emmart
Cora Maud Oneal
Manuel Maldonado Koerdell

Plant Names

Ahuehuate - bald cypress - Taxodium	Tlatazah - cypress - Cupressus Lindleyi
Tlapalixquioxchitl - huanita - Bourreria	Yoloxochitl - Mexican magnolia - Talauma
Cacaloxuchil - frangi-pani - Plumeria	Huacalxochitl - philodendron - same
Tlilxochitl - vanilla - same	Mecaxochitl - pepper - Piper
Hoitziloxitl - Indian balsam - Myroxylon	Cempoalxochitl - marigold - Tagetes
	Macpalxochiquahuil - hand flower tree Cheirostemon
Aguate - avocado - Persea	Capulin - Mexican cherry - Prunus
Tejocote - hawthorn - Crataegus	Isote - Joshua tree - Yucca
Pochote - silk cotton tree - Ceiba	Xalxocotl - guava - Psidium
Oceloxochitl - tiger flower - Tigridia	Poinsettia, Cleome, chicle, Moctezuma

OFFICERS

CHARLES M. B. CADWALADER
PRESIDENTH. RADCLIFFE ROBERTS
MANAGING DIRECTOREDWIN G. CONKLIN
R. MEYER DE SCHAUENSEE
VICE-PRESIDENTSThe ACADEMY of NATURAL SCIENCES
of PHILADELPHIAFOUNDED 1812
NINETEENTH AND THE PARKWAY
PHILADELPHIA 3, PA.

TELEPHONE, RItanhouse 6-7622

CABLE ADDRESS, Acadsci Philadelphia

OFFICERS

BRANDON BARRINGER
TREASURERJOHN E. BOWERS
SECRETARY AND
ASSISTANT TREASURERJAMES A. G. REHN
CORRESPONDING SECRETARY
MC CREADY HUSTON
MEMBERSHIP SECRETARY

September 1, 1948

TO WHOM IT MAY CONCERN:

This credential will present Mrs. Ida K. Langman, a member of the Academy of Natural Sciences of Philadelphia, who is visiting Mexico during the coming year to complete a bibliography of Mexican botany.

While visiting Mexico, she expects to collect plants for this Academy and certain institutions in Mexico, for scientific study.

Any assistance or cooperation which may be rendered Mrs. Langman will be deeply appreciated by this institution.

Very respectfully,

H Radcliffe Roberts
Managing Director

Chris W. Parkenthal
President

Signature *Ida K. Langman*



TITLE: SCIENCE IS FUN

DATE: WEDNESDAY, DEC. 3, 1952

TIME: 11:00 - 11:10 A.M.

TOPIC: VEGETABLE TRAVELERS

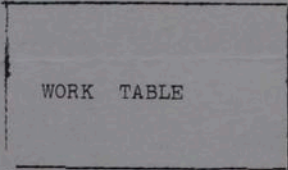
TALENT: Mrs. Ida Langman,
Academy of Natural Sciences

WFIL-TV
PRODUCER: Neil McEnroe

SCHOOL
PRODUCER: Bess Bard, Radio-TV Assistant
Philadelphia Public Schools

REHEARSAL
TIME: 9:30 A.M.

FLOOR PLAN



WORK TABLE

P R O P S

Vegetables

5 Pictures

Map of South America

RUN DOWN

Terrarium
Thanksgiving food
Fruits & Seeds
Latin American
vegetables

1. TITLE CARDS - MUSIC

2. BARG and LANGMAN and STUDENT AT WORK TABLE.

3. BARG GREETES AUDIENCE-INTRODUCE LANGMAN AND STUDENT-
PITCHES SHOW.

Thanksgiving + south of border

4. LANGMAN GOES INTO BODY OF SHOW-DISCUSSES- *Language - trip - chosen plants.*

① (a) Tomato-
shows tomato, picture, (leaf, flower fruit)
source on map. *name on board*
poisonous - love apple - Jefferson

③ (b) Potato-
shows potato, picture, (leaf, flower, fruit)
source on map. *name on board*
part used - prep by Jordan - transferred Europe
Ireland

④ (c) Sweet Potato-
shows sweet potato, picture, (leaf, flower,
fruit) source on map. *name*

② (d) Pepper-
shows pepper, picture (leaf, flower fruit)
source on map. *name on board*
true pepper - explains
valuable

(e) Corn-
shows corn, picture (leaf, flower, fruit)
source on map.

5. BARG ENTERS-

6. BARG WINDS UP-CONCLUDES WITH WORDS-"SCIENCE IS FUN!"

7. TITLE CARDS - MUSIC

~~XXXXXX~~
~~XXXXXX~~ love apples. In Europe ~~at~~ they were used as food long before they were used here. Here you see the pretty flowers on the tomato plant, their characteristic leaves and their fruits. And while we all like the large beef steak tomatoes I suppose all of you are familiar with some of the smaller cherry and plum tomatoes. But whatever kinds you use, remember they were first developed by the Indians of South America. In fact their very name is an Indian word tomato.

Closely related to the tomatoes are the peppers. They are not of course the plants from which we get the true pepper. But in the days of the early explorers, when people were looking for short cuts to the countries of the East—where pepper and other spices could be found, the discovery of the spicy pepper plants practically all through the Americas ~~was~~ caused a lot of excitement. Perhaps we ought to use another name for them instead of pepper—maybe by their Indian names—for they Indians had many names for them. One that you might be familiar with is chile. When you buy chile con carne, or chile con carne as ~~xxxx~~ our neighbors would say it, you get peppers ~~withxxxxx~~ chile, with meat-carne. And of course, lots of beans. Not all peppers ~~of these~~ are spicy, many are sweet like our common green ones and the pimentos. Paprika is dried and powdered mild ~~fruits~~ raised in Europe—mainly Hungary, and then for the hot kinds there is cayenne pepper raised off the coast of South America and Tabasco raised in this part of Mexico.

Here is another plant in the tomato family, although if you don't have the flowers or fruits, that's something hard to believe. See how ~~ix~~ similar the flowers and fruits of the tomato and potato are. But only the potato develops these thickened parts of the stem which are the parts ~~at~~ that we eat. We get their name from the Indian word potato—and we think they developed in cool mountain countries like those along the Andes Mountains in South America. When they were harvested by the Indians, they used to dry them in the sun and store them for future use. They were introduced to Europe about 100 years after their discovery—some people say by Walter Raleigh and spread far and wide. As a matter of fact for a long time white potatoes were called Irish potatoes because they were used in such large ~~quantities~~ quantities in that country. And we here in the United States got many of our Irish settlers here directly as a result of something that happened to the potato. In 1846 and 1847 a terrible disease attacked the potatoes in Ireland and the destruction was so great that there was practically a famine in the country. And as a result, many Irish left their mother country at that time and came in large numbers to this country.

Now let's leave the tomato family and go to another family that gives us a kind of potato. This time we'll choose the morning glory family from which we get the sweet potato. This plant likes hot moist climate instead of cool weather and we think it originated in the Amazon valley. One of its Indian names is very similar to the name for the white potato. It is called batata instead of potato.

Don't get it mixed up with, however, with yams which look very much like sweet potatoes but belong in a different family—much more closely related to lilies and irises than any thing I can think of right now.

Our last gifts come from South America also. I refer to the squashes and pumpkin. ~~Squash~~ Squash itself is an abbreviation of an Indian word—askatasquash, and there are mainly two kinds—the bushy kind that produce soft fruits and the vine kind that produce hard fruits. Among these last ones is the Hubbard squash which is often takes the place of the regular pumpkin and for most of us is almost impossible to distinguish from the regular pumpkin.

So now let's review our gifts from our good neighbors. ~~XXXXXXXXXXXXXXXXXXXX~~ from below the border. From the grass family we have the corn, from the sweet pea family the beans, from the tomato family the tomatoes, peppers and potatoes, from the morning glory family the sweet potato and finally the squashes and the pumpkins. For all these gifts let's say a very hearty thank you friends—or muchas gracias amigos and to them and to you I'll say Adios or good bye.

Academy Resources Enrich Science Ed.

By IDA K. LANGMAN, Division of Visual Education

"Were all these animals once alive?" "Do you have real diamonds here?" "Is the buffalo really that big?" "How did you make the water and trees in the Story of a River?"

The "Answer Man" program? No, just typical questions asked by students visiting the Academy of Natural Sciences. The fact that so many of the questions center around "realness" indicates what is perhaps the greatest value of the museum visit to the children.

In the last two years, the scope of the exhibits has been extended to include some which show the relationship between the natural and the social sciences. One of these, "the Story of a River,"

which tells of our own Delaware, was undertaken in cooperation with the School District of Philadelphia. In this exhibit, the natural history of the area is combined with information about the life of the early settlers and the importance of the river today in the lives of the people who live near it.

Notices of museum lessons at all school levels are sent out at the beginning of the term.

Lessons usually last an hour and are presented in a classroom atmosphere, using specimens, posters, slides and films. Then the class views related museum exhibits. Students are encouraged to return to the museum at other times.

School News and Views - April 20, 1950

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET
ZONE 3

LOUIS P. HOYER
SUPERINTENDENT OF SCHOOLS

PAUL E. LONG, DIRECTOR
DIVISION OF VISUAL EDUCATION

ARTICLE FOR CURRICULUM NEWS AND VIEWS

ACADEMY OF NATURAL SCIENCES

I agree that the reference to placement by examination is in order but I do not believe I like it in this particular paragraph.

You will be criticized for suggesting that lunches be eaten on buses, believe it or not!

I would like to see this article keep to Museum visits. Write another one for the special activities at the Museum. They deserve more space.

I would say "Classes for the most part are handled individually". (Isn't it the exception in Philadelphia schools, to handle two or three at a time?)

I would emphasize "The Story of A River". It is particularly appropriate for elementary school social studies.

Are you going to do anything about tempting secondary schools?

AT THE ACADEMY OF NATURAL SCIENCES

"Were all these animals once alive?" "Do you have ~~xxxix~~ real diamonds here?" "Is the buffalo really that big?" "How did you make the water and trees in the Story of a River?" "Do you still have the king snake?" "How much do the elephant's tusks weigh?" "How can you tell which is the father bear?"

The Answer Man Program? No, just some of the questions heard all the time from students visiting the Academy of Natural Sciences. The fact that so many of the questions center around "realness" indicates what is perhaps the greatest value of the museum visit to the children—that is, that it helps to bring aliveness and reality to so many ideas and concepts which might otherwise remain shadowy and vague.

Many Philadelphians still think of the Academy in terms of its animal habitat groups, Bird Hall, the rocks and mineral exhibits, and the Hall of Earth History. In the last two years, however, the scope of the exhibits has been extended to include some which show the relationship between the natural and the social sciences. One of these, the Story of a River, which tells of our own Delaware, was undertaken in cooperation with the School District of Philadelphia. In this exhibit, the natural history of the area is combined with information about the ~~early~~ ^{early} life of the settlers and the importance of the river today, so that we have a picture of the role the river has played, and is playing today, in the lives of the people who live near it.

In many schools today, taking classes to the Academy of Natural Sciences ^{has become} is a well established practice. Notices of lessons offered are sent to all schools at the beginning of the term, and shortly thereafter requests for appointments begin to pour in by mail and telephone. (Should you have missed seeing this term's announcement, call RI-6-7622, and one will be sent out promptly.) Since this announcement carries the titles of all lessons offered, it would not seem necessary to repeat them here, except to remind teachers that lessons are offered to meet the interests of all grades, from the elementary school to the senior high. Since classes, for the most part, are handled individually, the hours available for lessons are filled rather quickly. Morning appointments are

especially popular, so if you insist on coming at that time, you had better call early in the term. On the other hand, teachers are urged to consider the possibility of afternoon visits from 2 or 2.30 to 3 or 3.30, or earlier, if arrangements can be made to shift the lunch time slightly.

Lessons generally last an hour, though the time can be modified to meet special group needs, and are presented in a classroom atmosphere, using specimens, posters, slides and films. Then the class is taken out into the museum to see the exhibits that accompany the lesson. Sometimes, classes stay on to tour the museum. Students who are particularly interested are encouraged to return to the museum on weekends. Likewise, classes are welcome to visit the Academy on their own, without engaging the services of a museum teacher, especially in cases where an appointment was not available. If you have never made use of the Academy facilities, in connection with your classroom work, may we urge you to arrange for a visit this term? We think you will be pleased with what the Academy has to offer you and your students.

(This article was prepared by Mrs. Ida K. Langman, who is assigned to the Academy of Natural Sciences by the School District of Philadelphia, on the basis of an examination given several years ago.)

AMONG ACADEMY PEOPLE

Dr. Henry A. Pilsbry, dean of American conchologists, has returned to the Academy after an absence due to surgery. Aged 93, Dr. Pilsbry was spending the winter of 1955-56 in Florida when surgery being prescribed, he flew to Columbus, Ohio, where he underwent a successful operation. After recuperation in Florida, he again took charge of the Academy's Department of Mollusks, of which he is Curator. A native of Iowa, he has been on the Academy's staff for nearly 70 years.

After 34 years of teaching in the Philadelphia public school system, Mrs. Ida K. Langman, who since April, 1950, had been assigned as a museum teacher in the Academy, on her retirement as reported earlier is now on a grant from the National Science Foundation to complete a bibliography of the flowering plants of Mexico. She is at present in Mexico, finishing a survey of material in libraries and will return in June to do the same in American libraries.

William R. Overlease, who has been serving as a naturalist in the Indiana State Parks, became Assistant to James A. Fowler, Director of Education in the Academy, on November 1. He is a graduate of Michigan State University and the Yosemite Field School of the National Park Service. He has also studied museums in Europe. Most recently he has been in charge of the school field program in the famous McCormick's Creek State Park in Indiana.

Dr. Horace G. Richards, Associate Curator of Geology and Paleontology, attended the International Geological Congress at Mexico City in September. He represented the University of Pennsylvania, presenting a paper on the Cretaceous of New Jersey and Long Island.

Stephen Harty joined the exhibits preparations staff since the last issue of the magazine. Joan Jones rejoined after an absence of several months.

Mrs. Grace Egolf is a new administration office secretary, succeeding Helen Thompson, resigned.

Mrs. Doris Knight takes over the Academy telephone exchange succeeding Margaret Reardon, resigned.

Mary Jacoby is an addition to the entrance hall staff, with duties at the book stand and gift shop.

Elbert Reddick is a new member of the museum patrol, succeeding John I. Meagher, resigned.

Thomas Cook is now in charge of periodicals in the library.

Joan Foster, a secretary, is an addition to the Limnology Department.

A MAGAZINE OF NATURAL HISTORY

THE ACADEMY OF NATURAL SCIENCES OF PHILADELPHIA, 19TH AND THE PARKWAY, PHILA., PA.

Leisure Time Activities for Children

Planned Programs

- Art Museum - art classes - Saturday mornings
- Graphic Sketch Club - art classes - Saturday mornings
- Franklin Institute - Workshop - year round - Saturday mornings.
- University Museum -
 - moving pictures - Sunday afternoon + Sat *afternoon*
 - treasure hunt - Saturday mornings
 - summer program
- Academy of Natural Sciences -
 - moving pictures - Saturday morning
 - expeditions - weekends
 - summer workshop
- Children's Theatre - five Saturday afternoons
- Philadelphia Orchestra - children's concerts

Visits to Places of Interest - Indoors

- Museums - additional list
 - Swedish, Philatelic, Atwater Kent, Commercial
- Historical Buildings - Poe's House
- Government Buildings - U. S. Mint
- Educational Institutions - University of Penna.
- Industrial Establishments - Stetson's, Whitman's

Visits to Places of Interest - Out-of-Doors

- Fairmount Park -
 - Aquarium, Horticultural Hall, Zoo, Glendinning Rock Garden
- Gardens -
 - Bartram's, Morris Arboretum, Awbury Arboretum
- Water Front -
 - including Penn Treaty Park, bridges
- Airports
- Trolley Tours
- Hikes - City Parks

Suburbs - Valley Forge

Sports Activities

Acts + Crafts in the Home.

Prepared by Mrs. Ida K. Langman, School District of Philadelphia.

I accept the protest

I do not accept the protest

Name

Please place in Miss Williams' box
by 10:00 Wednesday, June 4

June 5, 1947

Recently the Board of Superintendents of the Philadelphia Public Schools issued a statement on POLICIES RELATING TO PUPIL PLACEMENT. In it is stated more frankly than has ever been stated publicly a policy of what is practically automatic promotion throughout the Philadelphia schools. This policy has been in effect in the elementary schools for years; in recent years it has been followed in the junior high schools. We wish to make plain the fact that we are not criticizing the teachers of elementary and junior high schools.

We, the faculty of the South Philadelphia High School for Girls, wish to protest against the continuance of this policy in the elementary and junior high schools and its extension to the senior high schools.

Our protest will be no surprise to the Board of Superintendents. Whenever we have had an opportunity, in meetings or in private conferences with them, we have begged for a retention of standards for those children whose mental ability enables them to learn, and for special teachers and special equipment for the others. This was made plain last year in our answer to the questionnaire on twelve issues confronting the schools.

The South Philadelphia High School for Girls bases its protest against the statement of policy on the conviction (1) that it is psychologically unsound; (2) that it denies the pupil the right to real progress and has lowered the standard of education in Philadelphia; (3) that it has produced a feeling of futility on the part of the teaching body; (4) that it is contrary to the best progressive education.

1. We believe this policy is psychologically unsound.

We agree that one aim of education is the well-adjusted individual, possessing mastery of a minimum body of knowledge and skills. Adjustment and mastery are coincident. Every child deserves respect for the contribution he makes, but the goal must be set for him so that he will function at his highest level of attainment. No stigmas should be attached to failure based on honest effort; but failure should be recognized so that there may be continuous striving, in a sympathetic atmosphere, for greater achievement. This does not mean, however, urging a child beyond his ability.

The theory of placement held by the Board of Superintendents is based on the premise that all children, from first grade on, wish to learn as fast as their mentality permits, and that they are thwarted by having standards set for them. If standards of accomplishment and competition are healthful in athletics, why are they tabu in other phases of school life?

2. We believe this policy denies the pupil the right to real progress.

The policy of promotion without reference to achievement has been in effect in the elementary and junior high schools long enough for us to evaluate its results. Have most of our graduates a sound preparation for earning a living? To prove how far short of this practical goal the schools have fallen one has only to hear the widespread complaints concerning the inadequacy of public high school graduates. The commonest complaints are of inaccuracy, inability to perform elementary arithmetical calculation, to spell, to write legibly and to compose the simplest letters in acceptable English.

As part of our "attempt to help human beings react to their environment in an effective and worthwhile manner," we must include training for citizenship in our complicated democratic society, a society which makes more demands on the individual than ever in the past. Instead of meeting this need for leadership and character of the highest order, we are depressing the general level of accomplishment to that of the weakest and the lowest; we are drying up the incentive of our best pupils. Few of them are challenged to use their full ability. A child who is never subjected to the salutary experience of success and failure in the pursuit of a given task lacks the self-discipline necessary to attack the real world. Such lacks are the feeding ground of totalitarianism, not democracy.

3. We believe this policy has produced a feeling of futility on the part of the teaching body.

Let us consider the teacher in relation to the present philosophy of the Board of Superintendents, which insists that children must constantly attain a feeling of accomplishment and achievement. Is it not just as reasonable that teachers must also have a sense of accomplishment to spur them on to continuously greater efforts? Under the present circumstances, this feeling is impossible. In a class, too large under the best circumstances, with individuals as varied in level of background as there are persons in the class, there are no basic skills possessed by all on which to build. The higher the level in school, the more varied the group and more impossible the task. Conscientious teachers are dismayed by the poor work habits, the undesirable character traits, and the unfortunate attitudes being developed by our present system. It is impossible to uproot bad habits firmly established and substitute new patterns of learning. Teachers are appalled by the prospect of a population as ignorant, unthinking, and unprepared for citizenship as are many of the products of the Philadelphia public schools. Consequently teachers experience a feeling of absolute futility.

The lowering of morale in the teaching force is, we are convinced, a real reason for the fact that few college graduates of the finest caliber wish to go into teaching. Salaries low in comparison with those offered in other fields are a factor, of course, but not so potent in keeping out desirable applicants as the feeling of futility on the part of many teachers. We wish it were possible for the Board of Superintendents to have actual classroom experience in the schools of today, so that they might see these changes in the schools resulting from automatic promotion.

4. We believe this policy is contrary to the best progressive education.

The terms progressive education and progressive school are used with wide variety of meaning by modern educators. Genuinely progressive schools utilize all facilities that education offers to develop the child to his highest potential ties and thus enable him to occupy a useful place in a democratic society.

Through frequent tests and measurements and remedial teachers at every grade level, continuous progress is maintained. This is not done, however, at the expense of standards of achievement; the student is required at every grade level to attain set standards. Thus non-promotion is negligible. We find no evidence in educational literature of chronological age as the sole criterion for grouping, a procedure which appears to result in learning geared to the lowest mental group.

Our serious concern for the welfare of pupils of Philadelphia impels us to protest the policy set forth in the statement on POLICIES RELATING TO PUPIL PLACEMENT, and to offer an outline of our suggestions for the improvement of the Philadelphia schools.

Suggestions to the Board of Superintendents for the Improvement of the Philadelphia Schools.

As teachers who are gravely concerned about the education of the Philadelphia public school children, we respectfully submit the following suggestions for the improvement of our schools:

- I. Homogeneous grouping according to age, intelligence, and achievement in all grades, said grouping to be accomplished in these ways:
 - A. Consistent use of Division of Educational Research and Division of Special Education for
 1. Testing of all students at frequent, regular intervals
 2. Recommendations for:
 - a. Remedial work for students of normal intelligence
 - b. Special classes for intellectually handicapped children from first grade on
 3. Enlargement of psychological staff for consultation in all schools
 - B. Immediate placement of remedial teachers where needed in addition to regular staff to bring retarded children of normal ability to normal standards
 - C. Maximum number of students in any class--30
 - D. Realistic approach to repetition of grade for all normal students who have not met normal standards in order to:
 1. Uphold minimum standards of achievement throughout all grades
 2. Build up wholesome respect for achievement
 3. Train child to live in a world recognizing success and failure
 4. Avoid disciplinary problems caused by lazy, wilful, or indifferent child

- E. Adequate special class centers provided immediately for all intellectually handicapped children
- F. Constant drill, especially in early grades, for mastery of fundamentals
- II. Progressive methods advocated by recognized leaders of functioning progressive schools
 - A. Modern scientific devices
 - B. Adequate physical facilities
- III. Improved attendance procedures designed to:
 - A. Build up respect for education and schools
 - B. Avoid indifference engendered by poor attendance
 - C. Enlist support of magistrates' courts in parental neglect cases
 - D. Prevent juvenile delinquency
- IV. Meaningful graduation record
 - A. Diploma for normal students who have successfully completed required work in course
 - B. Certificate of attendance and effort for others
- V. Real democracy between administration and teachers throughout system
 - A. Inclusion of teachers in preliminary and formulating stages of all school policies they will be asked to carry out
 - B. Democratically chosen teacher committees to represent faculty within each school
 - C. Democratically chosen city-wide teacher group for professional consultation.

Dear Miss Williams:

I think that the statement on pupil placement is, on the whole, excellent. I am especially pleased with the suggestions at the end on school improvement. However, I do have certain changes to propose. If the committee does not find itself in agreement with ~~these~~ those changes, or does not consider them sufficiently important to warrant cutting another stencil, I shall accept the protest, but with reservations. And ^{in that case,} in any publicity that is released, I would like to have it made clear that at least one teacher in the school is not opposed to the philosophy of continuous progress, even under the present conditions. ~~XXXXXX~~ In fact, I might say that it is just because of the conditions that I favor the policy.

If this seems strange to you, perhaps as I propose my changes, and give you my reasons for them, my point of view will become clearer.

1. You say "we have begged for a retention of standards". I would say "we have begged for conditions under which it would be possible to demand that children live up to certain standards". It is at this point where I think the greatest confusion occurs. I feel that I can ~~not~~ insist that a student live up to certain arbitrary standards only when we have provided the conditions under which he can achieve them, at a rate of progress which is normal for him. The more difficult the conditions under which the student works, the less I feel I can demand from him. If he is doing the best that he can do, under the conditions, I feel I must pass him. Of course, the student in many cases leaves school poorly prepared. But I am not willing to penalize him in addition with the burden of failure, when the conditions which brought on the failure are not his fault, but the fault of an economy-minded school system.

2. It is for the same reason that I question the phrase, "no stigma should be attached to failure based on honest effort". My point is that where there is honest effort there cannot be failure, except in cases where the next term of a subject depends on mastery of the previous term's work. In that case, when even with honest effort the student cannot reach the goals set for

the term, then the student should be guided away from the subject, as being obviously not suited for the work. (If, on the other hand, the student persists in taking the subject then, naturally, continued failure is the only alternative.)

3. I don't think that the comparison of standards in academic work and competition in athletics is a good analogy. If a team tried hard and lost, we would not rate that team a failure, would we? If we set certain goals for a girl in athletic events, and found that, due to malnutrition, she could not achieve those goals, would we fail her because, under ideal conditions, she could reach them? Many of our students come to us suffering from malnutrition in educational preparation. Shall we therefore fail them even though they are not responsible for the factors that caused the failure?

4. I object to the expression "the salutary experience of success and failure" because I feel that for the majority of people failure rarely has a salutary effect. In fact where failure is due to causes beyond one's control, failure can only be depressing and discouraging.

5. I would not say that "this policy has produced a feeling of futility" but rather "teaching conditions have produced a feeling of futility".

6. Similarly I prefer to say "We wish...the Board of Superintendents may see these changes... resulting from their short sighted financial policies and lack of initiative in securing adequate financial aid for the schools".

7. Finally, I would change point "D" under Suggestions to read, "Realistic approach to repetition of grade for all students who can profit from such repetition".

Edw. H. Langman

Following are some points which I went to suggest for the consideration of the committee on pupil placement policy:

1. I don't think we should criticize progressive education per se, only the abuses and distortions which have been perpetrated in its names. I should like to see us state clearly that we approve, as I believe most of us do, of the principles of progressive education. I am listing these principles as I understand them, because perhaps progressive education means different things to different people. I think we ought to be able to reach a common agreement on this phase of the problem.

a. recognition of individual differences in ability, interests and needs.

b. recognition of the advantages to be gained by using the possibility of success, rather than the threat of failure, as an incentive for the majority of students.

c. ~~xxx~~ recognition of the value of adjusting subject material to the intellectual development of the students and to their needs. On intellectual development, don't we all agree that not all students will ~~sh~~ be ready to learn fractions at the same time, or read at the same time, or grasp the concept of sentence structure at the same time? On the point of needs, it might be well to remember that satisfaction of curiosity and the ~~partic~~ desire for social approval may constitute needs, and can be used as incentives, as efficiently as the need to develop skills for use in later life.

2. There has been much talk of standards in connection with this problem. I think it would be well for the committee to analyze what we all mean by standards. Can we have the same kinds of standards in skill subjects as in appreciation subjects? Can we have the same achievements for different students, at the same time? I know I have very different standards for the average student in Biology, and for the student with a high I.Q. ^{What} possible intention to continue with science in a higher school. The final test, it seems to me should be, has the student done the best she is capable of? If I fail her, will she profit from repeating the work?

3. And now the question of failure. Perhaps I am mistaken, but it seems to me that the widespread condemnation of 100% promotion seems to indicate that the critics prefer failing the student as the alternative. They suggest that if more students were failed in the lower grades, they would come to us with higher achievements, particularly in the basic skill subjects such as reading, spelling and arithmetic. I am not convinced that failing is the answer to low achievement. It seems to me that we would often be punishing a student for factors that lie beyond his control. I think most students fail because they are in large classes, in schools ~~wherex~~ which lack adjustment and remedial classes. Failing a student in such a situation only puts the child back under conditions where learning will be no easier and where repeated failure becomes that ~~muchx~~ much more likely. In small classes, and it ~~isxxxxxxx~~ on the need for small classes that we should place the emphasis of our criticism, the majority of normal students will learn at a pretty uniform rate. But even under the best condition, we must realize that certain students may be retarded in reading, perhaps, while in other subjects, and socially and emotionally, they may be ready to go ahead with the group. Should they not be allowed to progress at the rate which is normal for them, with adjustment and remedial classes to help lessen the gap? For those who say we don't have those ideal conditions now, my answer is, let's fight for those conditions. Insistence on failing the students will not help the situation. On the other hand, where the teacher is convinced that failing the student will help him, without creating additional personality problems, then the teacher should be ready to stick to her guns, and defend her convictions, even if it means writing a long report to justify her decision.

Diploma 5.

Ida K. Lungman.

WFIL-TV: SCIENCE IS FUN!
MAY 16, 1950

TITLE: Science Is Fun!

DATE: TUESDAY, MAY 16, 1950

TIME: 11:30 Oll:45 A.M.

TOPIC: Terrariums

TALENT: Mrs. Ida Langman, Museum Teacher,
Academy of Natural Sciences

Mark Bricklan, Science Clubber,
Howe Public School

Iyda M. Ickler as Miss Science

PRODUCER: Florence Bendon, WFIL-TV

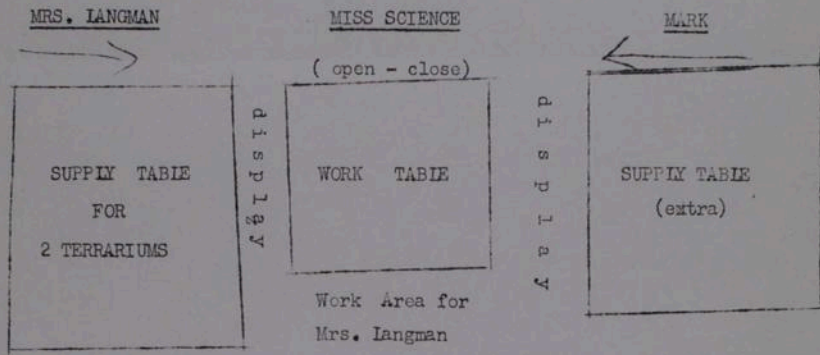
SUPERVISOR: Iyda M. Ickler, Radio-Television Assistant
Philadelphia Public Schools

COORDINATORS: Dr. Joe. Zimmerman-Temple University
Radio Workshop.

Dave Rosen-Temple University Radio Workshop

WPT2-TV: SCIENCE IS FUN
MAY 16, 1950

FLOOR PLAN



Chapman

Chapman

RUN DOWN

1. Miss Science greets Mark.
2. Mrs. Langman and Mark meet.
3. Mrs. Langman and Mark examine---

Flash card of Terrarium

4. Mrs. Langman and Mark discuss uses of a terrarium.
5. Examination of containers---
 - a. fish bowl
 - b. big goblet
 - c. ready made glass case
 - d. home made case.
6. Examination of materials used to stock a terrarium-
 - a. sand
 - b. charcoal
 - c. leaf mold
 - d. moss
 - e. fern
 - f. violets
7. Mrs. Langman and Mark make and stock a terrarium putting on rest of glass and tape.
8. Mrs. Langman and Mark move over to supply table and look at-
 - a. woodland terrarium
 - b. desert terrarium

WFIL-TV: SCIENCE IS FUN
MAY 18, 1950

(RUN DOWN CONT'D.)

9. Put little animals into terrariums-
 - a. garter snake
 - b. salamader
10. Mrs. Langman plugs safety and conservation when hunting for terrarium material.
11. Mark gives Mr. Langman a badge and thanks her.
12. Miss Science thanks Mrs. Langman and Mark-signs off show with coming attraction blurb.

VIDEO

AUDIO

CAMERA on Title Cards

MUSIC: THEME (Science Is Fun)

- 1- WFIL-TV
- 2- In cooperation
- 3- Science Is Fun

CAMERA dissolve to Miss Science holding
a fish bowl

MUSIC: THEME OUT TO

MISS SCIENCE:

Welcome to our Springtime Science Is Fun session for today-----you probably know that this glass object I'm holding is a gold fishbowl. But if you think today's topic features fish-----guess again-----

Enter Mark from left.

MARK:

Well if this is going to be a guessing game, may I have a chance Miss Science?

MISS SCIENCE:

Absolutely young fellow. What's your answer?

Mark smiles broadly

MARK:

Today's program is all about terrariums--- and that fishbowl you're holding could be used for a terrarium.

Miss Science shakes hands with Mark.

MISS SCIENCE

Well go to the head of the science class young fellow. Now how about telling us who you are?

VIDEO

Mark smiles into camera.

AUDIO

MARK:

I'm Mark Bricklan from the Julia Ward Howe Public School---and all the kids in our class are watching me right now because we have a television set in our school.

MISS SCIENCE:

Well hello boys and girls up there at Howe. Aren't you proud of Mark learning all about a terrarium?

MARK:

But Miss Science I don't know what a terrarium is--not exactly anyway. I know that fish bowls and other glass containers are used to grow plants and things but I'm not even sure of the spelling of that word.

MISS SCIENCE:

In other words you'd like to have some expert scientific advice on terrariums is that it?

MARK:

That's why I'm here Miss Science.

MISS SCIENCE:

Well you're in luck Mark because our

4. Mrs. Langman shows Mark what goes into a terrarium beginning with pans of - *Kind of Soil -*

*always
there*

- 1 sand - with flash card
- 2 charcoal - with flash card
- 3 *leafy Soil - 2 pieces.*
leaf mold- with flash card
- 4 plants - *large plants - or small plants*
- moss *wet sponges ground pine*
- fern *inbryum more small*
- violets *patrimony*

5. Mrs. Langman and Mark make a terrarium by-

- 1 putting in soil-sand, etc.
- 2 stacking it
- 3 taping in rest of glass and covering it with glass

6. Mrs. Langman and Mark move to supply table to examine and discuss-

- 1 woodland terrarium
- 2 desert terrarium

7. Mrs. Langman has Mark put little animals into each of the terrariums

- 1 garter snake
- 2 salamander

8. Mrs. Langman winds up with invitation to children to make terrariums

*Now we go felyon was water with young in help of your distribution that for I'd like +
change of
change in the*

cantioning them about poisonous plants and danger of ruthless
destruction of flowers etc...

VIDEO

CAMERA ON MRS. LANGMAN AND MARK

Camera on Mrs. Langman

Camera on Mark

Gives Mrs. Langman a badge

Mark smiles broadly into camera.

Camera on Miss Science

AUDIO

MARK:

Say Mrs. Langman I know all my classmates looking in on the show today can't wait 'til I get back to school so we can plan our terrarium.

MRS. LANGMAN:

Well good luck with the terrarium Mark, I know that it will make a fine home for some little creature and provide a very interesting science experience.

MARK:

It certainly will Mrs. Langman—we'll come down to the Academy of Natural Science one of these days and tell you all about it...but right now Mrs. Langman the Howe School Nature Lovers would like to make you a member of our club for showing us an interesting way to prove that Science Is Fun. *Thank you Mark*

MISS SCIENCE:

Thank you Mrs. Ida Langman of the Academy of Natural Sciences and Mark Bricklan of the Howe School for showing us how to make a terrarium. Be with us again next week Science Clubbers when Miss Lorens McLellan, Museum teacher at the Academy

VIDEO

Camera on Miss Science

Camera on Cards

1 Science Is Fun

2 Presented by

3 Credit Card

FADE BLACK

AUDIO

MISS SCIENCE: (CONT'D.)

of Natural Sciences brings us the picture story of birds and bird nests. Until then this is Miss Science saying don't forget to get busy on those terrariums and Happy Experimenting!

MUSIC: THEME SONG

MUSIC: THEME OUT

Out of Your System

Kids and Korea

How much Korea in the classroom?

MILDRED FISHER, SAYRE, SAYS: "As a teacher of Social Studies, I believe that Korea should be introduced as a starting point and a tangible illustration of the goals of the United Nations. I think it is essential to explain to our boys and girls why the Security Council, which has been established to promote world peace, has had to take military action."



ALBERT D'NUNCIO, PRINCIPAL AT BREGY, SAYS: "The war in Korea has had such a terrific impact on our lives that we could very easily overemphasize the importance of Korea. Korea is part of a much larger picture—the struggle of free people against communism in the Far East. Our task is to help children to understand Korea's role in the total picture."



HANA DUBSKY, OLNEY HIGH STUDENT ASSOCIATION PRESIDENT, SAYS: "The problem of Korea and its effect on the world cannot be overemphasized. The classroom should be the place to discuss the basic principles and results of our actions for a few minutes every day. Meeting and understanding the present crisis will help us find a solution to international chaos. Students want a good world in which to live. We want to know what's going on."



Teachers Assigned to Museums

Mrs. Ida K. Langman, formerly a teacher at the South Philadelphia High School for Girls, is now attached to the Division of Visual Education and assigned to the Academy of Natural Sciences. Teachers may arrange for class visits to the Academy by telephoning Mrs. Langman at RI 6-7622.

Also attached to the Division of Visual Education are Mrs. Anne J. A. Myers, assigned to the Philadelphia Commercial Museum, and Miss Mabel G. Rhoads, assigned to the Franklin Institute.



Philadelphia Public Schools

October 16, 1950

Four New Administrators Assume Duties

Dr. John L. Waldman, previously Superintendent of District 7, assumed the duties of Associate Superintendent of Schools in Charge of Personnel, Organization and Administration of Elementary and Special Schools and Child Care Centers, on September 1, 1950.



John L. Waldman, Milton O. Pearce, Robert Brown and Wesley Scott discuss responsibilities of their new administrative posts.

Dr. Waldman has also served the Philadelphia schools as a teacher and a principal.

District Superintendents

On September 1, Robert Brown and Milton Pearce became Superintendents of Districts 4 and 7 respectively. Prior to these appointments, Mr. Brown served the schools as a teacher and an elementary and junior high school principal. Mr. Pearce was a teacher, a supervisor in the Division of Physical and Health Education and a principal.

New Director

Wesley E. Scott became Director of Distributive Education and School-Work Programs on September 1. Mr. Scott has been a teacher, department head and principal.

narrative. He also demonstrates by drawing portraits of Pennsylvania leaders.

Emeline Weakley, who did the musical research for the program, will present Pennsylvania folk music through voice, piano and guitar and will lead community singing of Pennsylvania songs.

E. Virgil Cooper of the Visual Education Division, will serve as the projectionist.

This program is the latest in the series developed by the Division of Fine and Industrial Arts.

Art Program Initiates Pennsylvania Week

"The Pennsylvania Story," dramatization of Pennsylvania at work, at play and at prayer, was presented on October 13 at Gimbel Brothers to initiate Pennsylvania Week. The performance was witnessed by an audience which included Governor James Duff and representatives of Pennsylvania's industrial, commercial and cultural institutions.

Student Viewings

From October 31 to December 21, this program will be presented every Tuesday, Wednesday and Thursday for Philadelphia public school students at the University of Pennsylvania Museum's auditorium.

From January to May, performances will be given three times a week in large school auditoriums which can house students from neighboring school buildings.

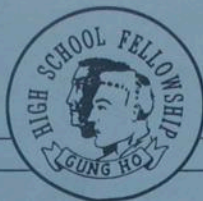
Slides and Music

The story of life in Pennsylvania is presented through kodachrome slides which were filmed by Jack Bookbinder in Pennsylvania coal mines, steel mills, hospitals, railroad yards, art museums, farms and churches. Mr. Bookbinder presents the slides, interwoven with music and

"Gung-Ho!"

("WORK TOGETHER!")

PUBLISHED BY STUDENT STAFF • FELLOWSHIP HOUSE



Newsletter of
JUNIOR HIGH SCHOOL FELLOWSHIP
HIGH SCHOOL FELLOWSHIP

1431 BROWN ST., PHILA. 30, PA. • PO 5-0283-0284

FEBRUARY 1951

Allene Rawlins, Editor-in-Chief



IN HIGH SCHOOL FELLOWSHIP, EVERY DAY IS BROTHERHOOD DAY

SENIOR HIGH SCHOOL MEETING--February 13
 3:15 p.m. Ice-breaker; Refreshments
 Come early; meet new friends.
 3:45 p.m. "MY PARENTS AND I" or "Closing
 the Family Gap"--Buzz Session
 led by officers of H.S.F.:
 Connie Clayton--Girls--Chairman
 Ruth Borie--Gratz--Co-chairman
 Berda Fisher--Gtn.--Sec'y
 Walter Childs--N.E.--Social Chmn
 Allene Rawlins--Girls--GUNG HO Ed.
 5:00 p.m. Adjournment

ON JAN. 9 High School Fellowship heard an interesting talk by Mrs. Ida Langman, who spoke on the "Races of Mankind." Mrs. Langman, having actual facts on this topic, told how races of people are condemned by others, merely because of some characteristics or traits which are common to that group. She took many groups, which have been so condemned, and explained their environmental adaptations and hereditary traits, which are superior in many ways. The fact that hereditary and environmental characteristics cannot always definitely be detected one from another was also discussed. Mrs. Langman used many examples which clearly stressed each fact.

We are all indebted to Mrs. Langman for spending her time to bring us this message. HSF Clubs which missed Mrs. Langman's talk on "Races of Mankind" can hear the talk by scheduling a visit to the Academy of Natural Sciences, 19th and Parkway. Select a date and hour, and have the Club sponsor phone the Education Dept.--Ri.6-7622.

JUNIOR HIGH SCHOOL MEETING--February 27
 GENERAL ASSEMBLY--Mrs. Garth, Adviser
 3:45 p.m. Henry Wadsworth Longfellow
 BIRTHDAY PARTY planned by Sulzberger Fellowship Club--
 Mr. Wilbert McCabe, adviser
 Receptionists--Fellowship Committee of
 Vore Student Ass'n--Miss Duffy, adviser

Invitations--Furness Fellowship Club,
 Mrs. Ethel Vill, adviser

Refreshments--Fellowship Committee of
 Gillespie Student Ass'n--Mrs. M. Dolbow,
 adviser

also at 3:45 p.m.--FELLOWSHIP BUILDERS--
 Be sure your FELLOWSHIP leaders attend
 this leadership training group.
 Advisers: Miss Vivian Long
 Miss Irene Bronberg
 Mr. Wm. H. Lucas, Jr.

5:15 p.m. Faculty Supper (85%) and Meeting
 Mrs. Ethel Hibbert, Chairman
 SUPPER RESERVATIONS, PLEASE!

TEACHER--Has news about your Fellowship group recently appeared in GUNG HO? Please share your bright ideas...Send Editor your copy via your representative on Feb. 27.

KRAZY CROSS This puzzle is based on the idea that the outside ring revolves around the inside ring. To solve, you must mentally until the number 1 is opposite of the desired word. the first letter, 2 will cond, 3 the third, etc. ts puzzle is the name of a lonial times.



Mrsh.:-
 Thank you for letting me read the enclosed. We sure enjoyed your presentation and are still talking about it.

Sincerely,
 Mr. L.
 (Byronhultens)

Ben. Franklin High School came in first place. Watch for James Fisher's poem next month.

TITLE: SCIENCE IS FUN

DATE: Wednesday, November 7, 1951

TIME: 9:20 - 9:45 A.M.

TOPIC: "SEED DISTRIBUTION"

TALENT: Ida Langman, Museum Teacher
Academy of Natural Sciences

Lyda M. Ickler

PRODUCER: Milt Most

PRODUCTION SUPERVISOR: Dr. Joe Zimmerman, WFIL-TV

COORDINATOR: Temple University Radio-TV Workshop

SUPERVISOR
SCRIPTER: Lyda M. Ickler, Radio-TV Assistant
Philadelphia Public Schools

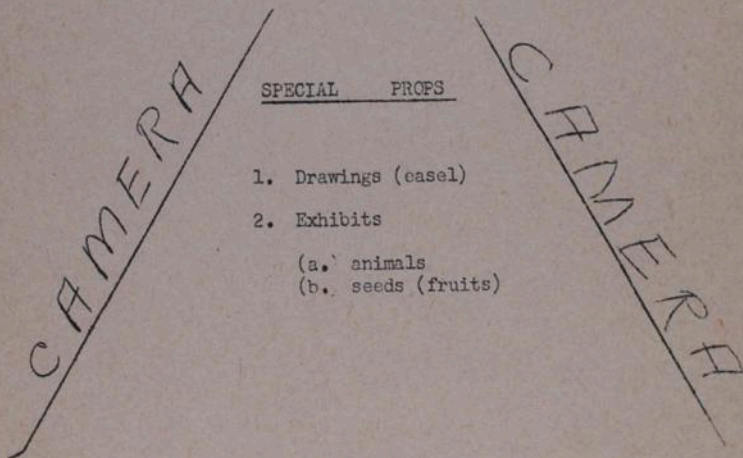
I loor Plan

Iekler opens → ← ENTER Mrs. Langman
 closes EXIT

Supply
Table

Work Table

Supply
Table



RUN DOWN

1. Title Cards
2. Ickler opens show with stalk of milkweed pod
3. Ickler pitches show with preparation for winter and next spring crop-
4. Ickler introduces Mrs. Langman
5. Langman and Ickler examine fruit exhibits
(cut open these fruits:
 1. apple 5. tomato 9. burdock
 2. pear 6. squash 10. bean
 3. grapes 7. milkweed 11. acorn
 4. cucumber 8. cattail 12. coconut
6. Langman and Ickler discuss ways of seed distribution
 1. Four pictures
 - Wind (Linden fruit)
 - Water (coconut in water)
 - Animals (dog coming from woods)
 - Explosion (violet seed exploding)
7. Langman and Ickler demonstrate ways of seed distribution
 1. Wind ...
blow milk weed down piece of black cardboard
 2. Water....
basin with water floats seeds- feather dipped in picks up seeds

(MORE)

VIDEO

CAMERA on milkweed pod stalk
C"
held by Ickler

AUDIOMUSIC THEME:SUPERIMPOSE CARDS

1. CARD - WFIL-TV STUDIO SCHOOLHOUSE
2. CARD - IN COOPERATION WITH THE
PHILADELPHIA PUBLIC SCHOOLS
3. CARD - SCIENCE IS FUN
4. CARD - FEATURING THE ACADEMY OF
NATURAL SCIENCES

MUSIC THEME:

CAMERA dissolve to Ickler holding
milkweed pod stalk

ICKLER:

Greets audience- sets pitch of show-
preparation for winter and next
spring- getting the seeds ready now

ENTER Mrs. Langman from left

MRS. LANGMAN AND ICKLER GO INTO BODYOF SHOW ACCORDING TO RUN DOWN ITEMS WITH:

1. Fruit exhibit... with seeds being pointed out in each case.
2. Cards (drawings) illustrating four ways of seed distribution
3. Demonstrations of four ways of distribution-
 1. milkweed floating
 2. basin of water with seeds and feather
 3. burrs being pulled off Ickler's coat
 4. picture of burr marigold
 5. model of duck showing mud and seeds on feet
 6. model of squirrel- and acorn
 7. bean pod opened
 8. drawing of bean pod explosion

(MORE)

VIDEO

CAMERA on Langman and Ickler

EXIT Langman

CAMERA on Ickler

CAMERA on

1. CARD - SCIENCE IS FUN
2. CARD - SUPERVISED BY
3. CARD - WFIL-TV SCHOOLHOUSE

FADE BLACK

AUDIO

ICKLER:

Asks Langman for lesson review

Ickler asks Langman about "homework assignment."

ICKLER:

Thanks Langman- plugs next week's show (reptiles and Mr. James Fowler and signs off with:

"and so until next week then this is Lyda Ickler saying... seeds get around so why don't you in order to find out that SCIENCE IS FUN.

MUSIC THEME:

MUSIC THEME OUT:

GENERAL PROGRAM
of the
SCIENCE TEACHING
SOCIETIES

Affiliated With the

AMERICAN ASSOCIATION
for the
ADVANCEMENT OF SCIENCE



American Nature Study Society
National Association of Biology Teachers
National Science Teachers Association
AAAS Cooperative Committee



DECEMBER 27-30, 1951
Hotel Adelphia
Philadelphia, Pennsylvania

Please return

Science

Outdoor Classrooms

BY A. H. ALEXANDER

LOUIS AGASSIZ, the biologist, once advised students to "study nature, not books." The Philadelphia public school system believes there is value in studying both. Accordingly, junior and senior high school biology students regularly supplement their book-learning by going afield to study the real thing.

These nature hikes, held whenever weather permits, are conducted by Mrs. Ida K. Langman, a teacher assigned by the Board of Education to the Academy of Natural Sciences, which cooperates in the project. Most field trips are made in Fairmount Park, and along Tookany Creek in the Northeast.

In addition to conducting the field trips, Mrs. Langman serves as guide and museum teacher for classes visiting the Academy.

RADIO: If you're a typical radio listener, you have been called occasionally by survey-takers to find out what station you're tuned to. This is slow, hard work for the agencies that rate program popularity. But a new invention may do away with all that. It's a

device that enables the radio to give off a wave signal that tells what station is being heard. The survey agency can pick up this signal without disturbing the listener.

BIG EATER: An adult human being eats about 16 times his body weight in a year. This is about twice as much, in proportion, as the amount a horse eats.

CANNIBALS: Farmers in North Africa are plagued by ant pests that devour stored grain. A professor at the University of Algiers, F. Bernard, has recommended that a species of cannibal ant be introduced which will feast on its grain-loving cousin. He feels that if the cannibals are introduced in great numbers, the grain will be saved.

LUCKY ACCIDENT: A rag, spotted with a new dye, was used to wipe up some accidentally spilled water. Scientist C. C. DeWitt, of Michigan State College, noticed that the dyed spots resisted the water. He had stumbled on a new discovery—a dye that colors fabric and makes it water-resistant at the same time. The



waterproofing lasts as long as the color—and resists dry cleaning.

SALIVA: A juicy mouth means better teeth. Dr. R. E. McDonald, of the University of Indiana School of Dentistry, says tooth decay is affected by the amount of saliva in a person's mouth. The more saliva, the less decay.

NON-STICK: A new baked-on paint finish—called Teflon—is said to be the most unstickable surface known. Apparently nothing can hold on to it. Baking pans coated with it need no greasing, it is reported. Teflon costs \$75 a gallon.

CONCRETE: There are concrete floors that are as easy on the feet as wood floors. The concrete is made with a substance called vermiculite. This granular mineral is somewhat like mica. It is also a good insulating material.

ALLERGIES: The American Veterinary Medical Association reports that animals have more allergies than human beings. Cows contract hay fever, dogs get hives and eczema, some horses can't stand leather-conditioners.

PHILADELPHIA INQUIRER MAGAZINE, JANUARY 25, 1953

June 10, 1956.

Dear Ida,

It is with real regret that I am writing to you for I have heard of your approaching retirement. Rather selfishly I am thinking of the superior lessons and intelligent approach to science which my future classes shall no longer receive in its multiformed abundance. Also I, selfishly, have looked forward to seeing you as a person on my all too infrequent visits to the Academy.

May I express my best wishes to you and may you continue your future pursuits for many many years to come.

Regretfully yours,
Sidney Musicant

The Academy of Natural Sciences of Philadelphia

M. ALBERT LINTON, President

Vice Presidents

RODOLPHE MEYER DE SCHAUSENSEE

E. R. FENIMORE JOHNSON

BRANDON BARRINGER

H. RADCLYFFE ROBERTS

JAMES A. G. REHN

Treasurer

Director

Corresponding Secretary

JOHN E. BOWERS

Secretary and Assistant Treasurer

McCREADY HUSTON

Membership Secretary

Board of Trustees

CHARLES M. B. CADWALADER, Honorary

BRANDON BARRINGER
WILLIAM K. CARPENTER
GEORGE R. CLARK
RICHARD L. DAVIES
RODOLPHE M. DE SCHAUSENSEE
MARGARET D. DILKS

HENRY S. DRINKER
CARL W. FENNINGER
CRAWFORD H. GREENEWALT
W. B. HART
E. R. FENIMORE JOHNSON
M. ALBERT LINTON

J. PERCY MOORE
LEON J. OBERMAYER
ALFRED J. OSTHEIMER, 3RD
R. STEWART RAUCH, JR.
H. RADCLYFFE ROBERTS
LEWIS H. VAN DUSEN, JR.

Trustees Ex Officio, City of Philadelphia: ROBERT W. CRAWFORD, Commissioner of Recreation;

VICTOR E. MOORE, Councilman-at-Large

Women's Committee

MRS. HENRY CADWALADER
MRS. DAVID W. CLARK
MRS. GEORGE R. CLARK
MRS. WILLIAM F. DELAFIELD

MRS. JOHN H. DILKS, Chairman
MISS JOSEPHINE D. N. HENRY
MRS. ALLSTON JENKINS
MRS. R. ELLISON THOMPSON
MRS. HOWARD W. TAYLOR, JR.

MRS. GEORGE F. TYLER, JR.
MRS. CHARLES R. TYSON
MRS. JOHN G. WILLIAMS
MRS. L. CASPAR WISTER

Investment Committee: BRANDON BARRINGER, WILLIAM S. CROWDER, FLOYD T. STARR
Consulting Architect, SYDNEY E. MARTIN

BIRDS

RODOLPHE MEYER DE SCHAUSENSEE, Curator
JAMES BOND, Assistant Curator Birds of the Americas
NELLY MARIE MASSON, Secretary

BOTANY

C. EARLE SMITH, JR., Assistant Curator
RAYARD LONG, Associate Curator, Local Herbarium
WALTER M. BENNER, Scientific Assistant
LILY A. WEIERBACH, Assistant

TAYLOR MEMORIAL ARBORETUM

C. GORDON TYRRELL, Superintendent

Honorary

JOHN M. FOGG, JR., Research Fellow
EDGAR T. WHERRY, Research Fellow
EDWIN B. BARHAM, Research Associate
W. L. DIX, Research Associate
MARY G. HENRY, Research Associate
HUGH F. STONE, Research Associate
EDWARD E. WILDMAN, Research Associate
HARRY W. TRUDELL, Associate

FISHES

HENRY W. FOWLER, Curator
JAMES E. BOHLKE, Assistant Curator
GEORGE VANDERBILT CHAIR OF ICHTHYOLOGY, ROBERT R. HARRY, Assistant Curator
JANVIER L. HAMELL, Assistant

Honorary

CHARLES C. G. CHAPLIN, Associate

INSECTS

JAMES A. G. REHN, Curator
HAROLD J. GRANT, JR., Assistant Curator
ROSE LUPTON, Preparator
LOUISE M. GARTLAND, Secretary

Honorary

PHILIP P. CALVERT, Research Fellow
MARGARET M. GARY, Research Associate
EDWIN R. HELWIG, Research Associate
CHARLES HODGE, IV, Research Associate
FRANK M. JONES, Research Associate
S. L. PATE, Research Associate
JOHN W. H. REHN, Research Associate
MARK ROBINSON, Research Associate
RUDOLPH G. SCHMIEDER, Research Associate

MOLLUSKS & OTHER INVERTEBRATES

HENRY A. PILSBRY, Curator
HENRY A. PILSBRY CHAIR OF MALACOLOGY, R. TUCKER ARBOTT, Assistant Curator
JOHN D. PARKER, Assistant

Honorary

H. BURRINGTON BAKER, Research Fellow
J. PERCY MOORE, Research Fellow
D'ALTE A. WELCH, Research Fellow
THOMAS L. MCCINTY, Research Associate
HENRY B. ROBERTS, Research Associate
JEANNE S. SCHWENGLER, Research Associate

RIVER SCIENCE

RUTH PATRICK, Curator
FREDERICK A. ALDRICH, Assistant Curator
RICHARD J. BENOIT, Assistant Curator
JOHN CAIRNS, JR., Assistant Curator
RICHARD C. HECKER, Assistant Curator
MATTHEW H. HOHN, Assistant Curator
CHARLES W. REIMER, Assistant Curator
SELWYN S. ROBACK, Assistant Curator
JOHN H. WALLACE, Assistant Curator
ARTHUR SCHEIER, Scientific Assistant
M. BEATRICE STATES, Scientific Assistant
YVONNE H. SWABEY, Scientific Assistant
NATALIE WALLACE, Scientific Assistant
EVELYN C. WELLS, Department Editor
CLIFFORD W. DINGEE, Laboratory Assistant
ROBERT R. GRANT, JR., Laboratory Assistant
JOAN HELLEMAN, Laboratory Assistant
ELIZABETH H. POND, Laboratory Assistant
AINO PIIBE, Laboratory Assistant
MARJORIE SHIPLEY, Laboratory Assistant
MARCIA I. LEVINSKY, Secretary

Honorary

DAVID R. GODDARD, Research Fellow
ARTHUR D. HASLER, Research Fellow
G. EVELYN HUTCHINSON, Research Fellow
LEONARD M. BENNETT, JR., Research Associate
E. R. FENIMORE JOHNSON, Research Associate
EVA L. VERPLANCK, Research Associate

MAMMALS

Honorary

ROBERT K. ENDERS, Research Fellow
FREDERICK A. ULMER, JR., Research Associate

MINERALS

Honorary

NICOLA G. D'ASCENZO, Curator
ROBERT HESSE, Associate

ROCKS AND FOSSILS

HORACE G. RICHARDS, Associate Curator
JAMES L. RUHLE, Assistant

Honorary

ANNE HARRISON, Associate Curator
EDWIN H. COLBERT, Research Fellow
BENJAMIN F. HOWELL, Research Fellow
A. A. OLSSON, Research Fellow
WILHELM BOCK, Research Associate

REPTILES AND AMPHIBIANS

Honorary

EMMETT R. DUNN, Research Fellow
ROGER CONANT, Research Associate
JAMES A. FOWLER, Research Associate

LIBRARY

VENIA T. PHILLIPS, Librarian
LILLIAN JONES, Cataloguer
MARY PEARSALL, Periodicals

Honorary

WILLMAN SPAWN, Associate

SCIENTIFIC PUBLICATIONS

MAURICE E. PHILLIPS, Editor
MARGARET WURTZ, Assistant

PHOTOGRAPHY

A. DELWIN WARDEN, Photographer

Honorary

JOSEPHINE D. N. HENRY, Associate

EDUCATION

JAMES A. FOWLER, Director
IDA K. LANGMAN, Teacher, Philadelphia Schools
LORENE McLELLAN, Teacher
FRANK W. McLAUGHLIN, Staff Naturalist
CLAIRE KIMMER, Secretary

JOHN PIM CARTER, Associate

MUSEUM EXHIBITS

HAROLD T. GREEN, Director
RUTH ASPEN, Aerial
WILLARD P. BEARDSLEY, Preparator
CHARLES H. LEIBRANDT, Taxidermist
JOANNE PHILLIPS, Assistant
JOAN JONES, Assistant

Honorary

MARY ALLISON HAVLAND, Associate

BUILDING OPERATIONS

LAWRENCE G. HERBERT, Superintendent
HORACE S. BOYD, Maintenance Mechanic
CHARLES T. SIRROCK, Maintenance Mechanic
JOHN J. CLINTON, Museum Patrol
WILLIAM L. HICKOK, Museum Patrol
MATTHEW KRISCH, Museum Patrol
JOHN J. MEAGHER, Museum Patrol
MARGUERITE BURDIER, Admissions Attendant
VIRGINIA DOUGHERTY, General Maintenance
PATRICK CANNON, General Maintenance
JOHN CARR, General Maintenance
FRANK C. DOUGHERTY, General Maintenance
MICHAEL KUZMYN, General Maintenance
PATRICK J. McCULLOUGH, General Maintenance
WILLIAM B. REED, General Maintenance
RICHARD J. WHITE, General Maintenance
LOUIS BELLERIEAU, Night Watchman
HERMAN J. GEIGER, Night Watchman

OFFICE OF THE DIRECTOR

JOHN E. BOWERS, Manager
JAMES M. KESS, Assistant to the Director
VIRGINIA A. RYAN, Bureau
FLORENCE N. HAMPER, Assistant Bureau
REBA F. CROSS, Secretary
ELAINE SHAFER, Secretary
HELEN M. THOMPSON, Secretary
MARGARET E. REARDON, Assistant

MEMBERSHIP; FRONTIERS

McCREADY HUSTON, Editor, Membership Secretary
BARBARA DALRYMPLE, Secretary
HILDA COLLINS, Membership Assistant

THE MUSEUM OF NATURAL HISTORY

NINETEENTH STREET AND THE PARKWAY, PHILADELPHIA 1, PA.

TELEPHONE: RITTENHOUSE 6-7622

DAILY BULLETIN

WED., SEPT. 11, 1940

MR. AND MRS. OSCAR LANGMAN OF PHILADELPHIA, LEFT MONDAY ON A STUDY TRIP TO INTERIOR POINTS OF THE MEXICAN REPUBLIC, FOLLOWING A PROLONGED STAY IN THE CAPITAL. WHILE HERE, THEY WERE GUESTS OF THE HOTEL HIPODROMO.

Honey High School

SCHOOL DIVISION

February 23

19 40

MAKE OUT IN DUPLICATE AND FORWARD BOTH COPIES TO THE ASSOCIATE SUPERINTENDENT IN CHARGE, AT LEAST ONE MONTH PRIOR TO DATE OF REQUESTED LEAVE.

TO THE SUPERINTENDENT OF SCHOOLS:

I HEREBY MAKE APPLICATION FOR SABBATICAL LEAVE FOR ONE ~~ONE~~ ^{ONE-HALF} SCHOOL YEAR BEGINNING September

19 40

MY PURPOSE IN ASKING FOR THIS LEAVE OF ABSENCE IS:

NOTE: INDICATE PURPOSE BY A CHECK MARK INSIDE BLOCK, AFTER READING DIRECTIONS ON OTHER SIDE OF THIS APPLICATION

- (A) RESTORATION OF HEALTH
- (B) STUDY
- (C) TRAVEL

(A) APPLICANTS FOR SABBATICAL LEAVE FOR RESTORATION TO HEALTH WILL INDICATE NATURE OF HEALTH DEFICIENCY:

(B) APPLICANTS FOR SABBATICAL LEAVE FOR STUDY WILL INDICATE INSTITUTIONS AND COURSES:

I want to continue a project I started last summer, studying the Flora of Mexico. I expect to collect botanical specimens which, after identification, will go to the Herbarium of the Academy of Natural Sciences (Ref. Dr. Francis W. Pennell, Curator)

(C) APPLICANTS FOR SABBATICAL LEAVE FOR TRAVEL WILL INDICATE ITINERARY AND DATES:

The above project will naturally be combined with travel. I expect to visit every state of Mexico, spending about 2 weeks in each state.

I AGREE THAT IN CASE THE SABBATICAL LEAVE IS GRANTED I WILL NOT ENGAGE IN ANY REMUNERATIVE OCCUPATION, AND I WILL RETURN TO THE SERVICE OF THE PUBLIC SCHOOLS OF PHILADELPHIA AT THE EXPIRATION OF LEAVE, AND REMAIN IN SERVICE FOR A PERIOD OF AT LEAST ONE YEAR.

Joe K. Langman

SIGNATURE OF APPLICANT

FORWARDED February 23 1940 BY

Edwin G. Montague

PRINCIPAL OR DIRECTOR

APPROVED (A) 19 BY

M. D. DIRECTOR OF DIVISION OF MEDICAL INSPECTION

APR 9 1940

APPROVED 19 BY THE BOARD OF PUBLIC EDUCATION.

Edwin W. Adams

SUPERINTENDENT OF SCHOOLS

The ACADEMY of NATURAL SCIENCES
of PHILADELPHIA

OFFICERS
CHARLES M. S. CADWALADER
PRESIDENT

EDWIN G. CONKLIN
VICE-PRESIDENT

ARTHUR E. NEWBOLD, JR.
TREASURER

TELEPHONE, Rittenhouse 7622

FOUNDED 1812

NINETEENTH AND THE PARKWAY

CABLE ADDRESS, Acadaci Philadelphia

OFFICERS
JOHN E. BOWERS
SECRETARY AND
ASSISTANT TREASURER
JAMES A. G. REHN
CORRESPONDING SECRETARY
JOHN H. FULWEILER
MEMBERSHIP SECRETARY

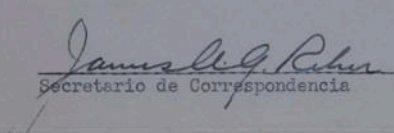
20o de Junio, 1940

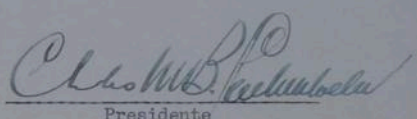
Con esta se presenta la Señora Ida K. Langman,
un miembro de Club Botanica de Filadelfia, quien esta visitando
los Estados Unidos Mexicanos, y coleccionará ejemplares de plantas
para el herbario de la Academia de Ciencias Naturales de Filadelfia.

Muchísimo apreciará esta institución todas
cortesias y cualquier auxilio con los caules se sirve favorecerle.

Tengo el honor de quedarme,

S. S. S.


Secretario de Correspondencia


Presidente

Signatura _____



The ACADEMY of NATURAL SCIENCES
of PHILADELPHIA

FOUNDED 1812

NINETEENTH AND THE PARKWAY

TELEPHONE, RITtenhouse 7622

CABLE ADDRESS, Acadsci Philadelphia

OFFICERS

CHARLES M. B. CADWALADER
PRESIDENT

EDWIN G. CONKLIN
VICE-PRESIDENT

ARTHUR E. NEWSOLD, JR.
TREASURER

OFFICERS

JOHN E. BOWERS
SECRETARY AND
ASSISTANT TREASURER

JAMES A. G. REHN
CORRESPONDING SECRETARY

JOHN H. FULWEILER
MEMBERSHIP SECRETARY

June 20, 1940

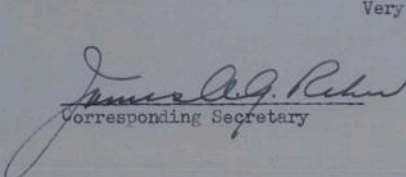
To Whom It May Concern:

This credential will introduce

Mrs. Ida K. Langman, a member of the Philadelphia Botanical Club, who is visiting the United States of Mexico, and who will there collect plants for the Herbarium of this Academy.

Any assistance or courtesies extended to Mrs. Langman will be greatly appreciated by the Academy.

Very respectfully,


Corresponding Secretary


President

Signature _____





SECRETARÍA
DE
AGRICULTURA Y FOMENTO

DEPENDENCIA	INSTITUTO PECUARIO
SECCION	BROMATOLOGIA (BOTANICA)
MESA	
NUMERO DEL OFICIO	601-5-
EXPEDIENTE	

ASUNTO: Relacionado con muestras
de plantas de herbario.

Al C.
Agente Aduanal de la Secretaría de
Agricultura y Fomento en
NUEVO LAREDO, -Tams.

La señorita Profa. I.K.Langman, ha estado recolectando muestras de plantas para el Herbario del Departamento de Agricultura de Washington. De conformidad con lo dispuesto, ha dejado en nuestra Sección de Botánica los duplicados de sus colecciones, por lo que periódicamente se le ha permitido la exportación de sus paquetes por conducto de este Instituto. Como en su recorrido deberá llegar a ésa con algunos ejemplares más que recolectará en el trayecto, y cuyos duplicados también deberá enviarnos, mucho le estaremos darle las facilidades necesarias para que puedan pasar por la Aduana de Nuevo Laredo.

Me es grato saludar a usted, protestándole las seguridades de mi atenta y distinguida consideración.

" SUFRAGIO EFECTIVO. NO REELECCION."
México D.F., a 10 de Junio de 1941.
El Director.

José Figueroa
Dr. José Figueroa.



AL CONTESTAR ESTE OFICIO CÍVENSE LOS
DATOS CONTENIDOS EN EL CUADRO DEL ANUDO
SUPERIOR DERECHO

The Academy of Natural Sciences
of Philadelphia

Founded 1812

has received from

MRS. IDA K. LANGMAN

221 SPECIMENS OF FLOWERING PLANTS

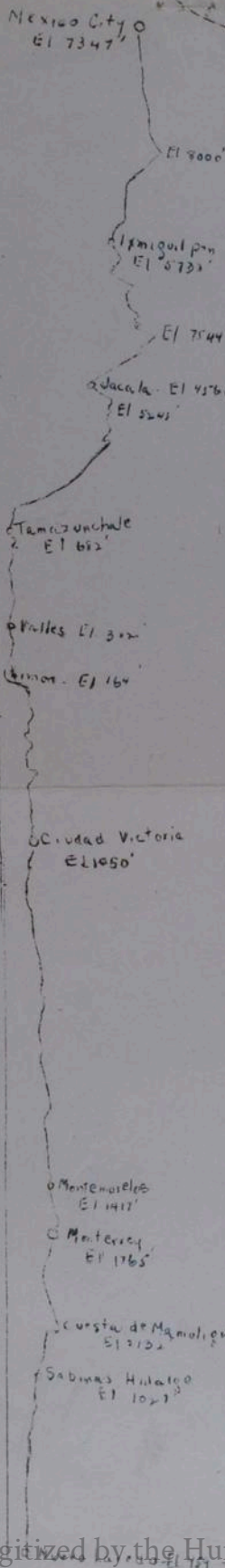
FROM MEXICO

and gratefully acknowledges this
contribution to its collections

Chas W. Peck
President

Philadelphia January 22, 19 41

Highway - Mexico City to Nuevo Laredo



I-Mexico City to Rio Tasquillo-Plateau

- K. 85-Laake Texcoco Cultivated fields of corn and maguey in the Valley of Mexico, changing to barren, cactus dotted slopes as we near the edge of the plateau
- K. 90-Pachuca
- K. 110-Los Frailes
- K. 159-Ixmiquilpan
- K. 181-Tasquillo

Characteristic plants-Yucca, Agave, Cactus (organ, cholla, globe, opuntia)

II-Rio Tasquillo to Tamazunchale-High Mountains

- K. 181-Tasquillo Cactus desert in the beginning changes to pine forest, then forest of pine and oak, and finally dense, broad leaved rain forest.
- K. 206-Zimapan
- K. 274-Jacala
- K. 368-Tamazunchale

Characteristic plants-Salvias, Composites, Pentstemons in the mountains; bromeliads, lianas and orchids in the tropical forests

III-Tamazunchale to Monterrey-Tropical Lowlands

- K. 368-Tamazunchale Dense forests give way to palmetto, then spiny trees and shrubs ending with low scrub at Monterrey. Numerous flowering herbs along the roadside.
- K. 474-Valles
- K. 543-Antique Morelos (road to S. Luis Potosi)
- K. 573-El Mante-sugar (road to Tampico)
- K. 650-Mesa de Llera
- K. 689-Tropic of Cancer
- K. 678-Ciudad Victoria
- K. 863-Linares Unusual Plants or Conspicuous Ones Acacia, Baucaearnea Morning Glories
- K. 914-Montemorelos oranges
- K. 994-Monterrey

IV-Side Trips from Monterrey

- To Saltillo-Creosote Bush, Cordia-desert Brilliant mints, composites, mallows in the mountains
- To Torreon from Saltillo-very arid, but interesting for the results achieved by irrigation and "ojido" system near Torreon.

V-Monterrey and Its Environs

- Cerro de la Silla, Cerro de la Mitre, Horsetail Falls, Chipinque Mesa, Huasteca Canyon Interesting for the change from the desert valley to the temperate oak and pine forests in the mountains. Many bright colored herbs in the rainy season.

VI-Monterrey to Nuevo Laredo-Desert

- K. 994-Monterrey
- K. 1060-3d Customs Station
- K. 1098-Sabinas Hidalgo
- K. 1202-2d Customs Station
- K. 1227-Nuevo Laredo

Chaparral-cactus, spiny shrubs-especially many legumes. In the rainy season, composites, lentenas, mallows, solanums. Conspicuous plants Cordia, Leucophyllum, Yucca, Mesquite

